

# Student Learning Pilot Informational Session

July 27, 2017



**RIDE** Rhode Island  
Department  
of Education



## The Rhode Island Team

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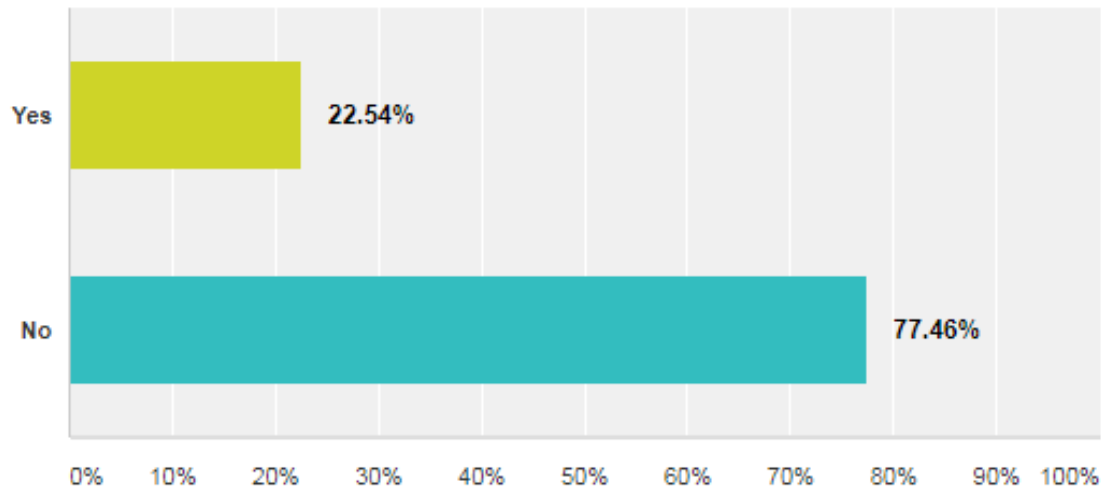
- **Lisa Foehr**, Director, Educator Excellence and Certification Services
- **Colleen Callahan**, Director of Professional Issues Rhode Island Federation of Teachers & Health Professionals
- **Carrie Appel**, Education Specialist, Educator Excellence and Certification Services
- **Steven LaBounty-McNair**, Education Specialist, Educator Excellence and Certification Services
- **Jodi Clark**, K-8 ELA Instructional Coach/Induction Specialist, RI Model (Portsmouth)
- **Patricia D'Alfonso**, English Language Arts Coach/Specialist, Innovation Consortium (West Warwick)
- **Alexis Meyer**, Principal, Archie R. Cole Middle School (East Greenwich)
- **Kathy Dunne**, State Facilitator, Northeast Comprehensive Center
- **Jeffrey Edmison**, Consultant Support, Northeast Comprehensive Center
- **Scott Reynolds**, Consultant Support, Northeast Comprehensive Center



## From The 2015-16 Educator Evaluation Survey

**I believe SLOs/SOOs are a valid, reliable,  
and meaningful measure of student  
learning.**

Answered: 1,282 Skipped: 240





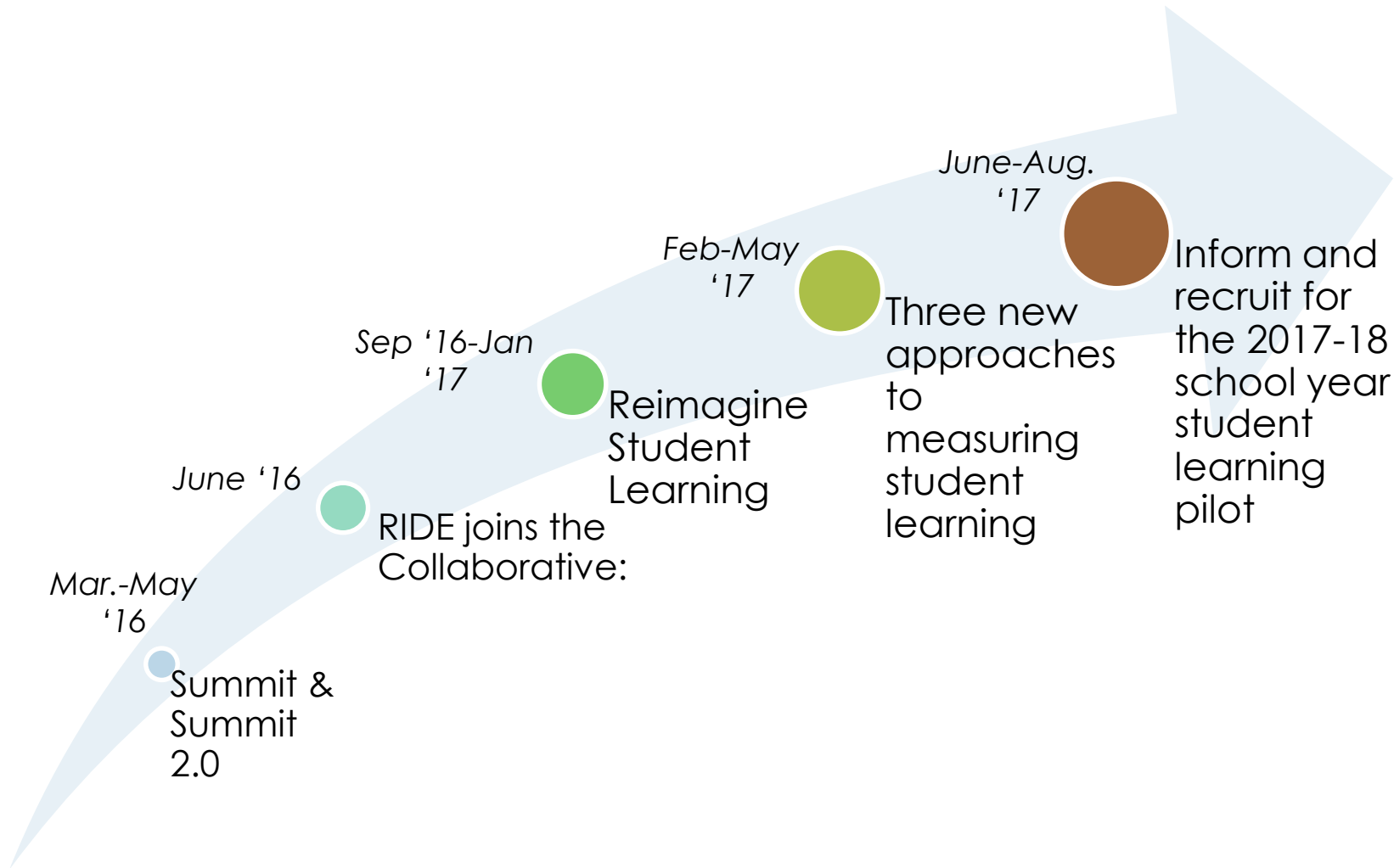
## **SLO Challenges – What Teachers Had to Say:**

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- *The process takes time away from authentic instruction.*
- *More time to collaborate with colleagues and/or administrators for more regular, comfortable, lower stakes feedback that doesn't seem like so much of a "gotcha."*
- *SLO's are not meaningful at all. Asking me in September how a child will perform in April is like asking me to look into a crystal ball and predict the future.*
- *I feel as an educator I need to be very careful how I write SLOs so I don't set myself up for failure!*
- *At this point, my experience with SLOs has been that they take a significant amount of time and paperwork to produce and report out on. The outcome hasn't proven beneficial enough to justify the amount of work (and stress) caused by the SLO process.*
- *I think the process lacks authenticity and is a show for too many.*
- *I felt like I needed legal council to write an slo! SIMPLIFY!*
- *More focus on teaching and students and less on SLOs/SOO.*



# Background and Context





Center on  
**GREAT TEACHERS  
& LEADERS**  
at American Institutes for Research



## For the Continuous Improvement of Educator Effectiveness Systems

The **Center on Great Teachers and Leaders** (GTL Center), the **West Comprehensive Center** (WCC), and seven states are collaborating on the continuous improvement of teacher evaluation systems to grow and improve educator practice. The Collaborative includes **Arizona, Colorado, Delaware, Louisiana, Massachusetts, Rhode Island, and Tennessee**: States will find solutions to specific and current problems of practice and will lead the way in reframing the national dialogue about evaluation to focus on providing teachers opportunity for growth.

## INDIVIDUAL AND COMMON GOALS

### THE STATES



Identify and address pressing problems of educator evaluation implementation to help their systems evolve.

Leverage and bring coherence to educator evaluation work underway with other regional or national organizations and groups.



### THE COLLABORATIVE

Galvanize a community of like-minded states to reframe the national dialogue to focus on providing educators opportunities for growth.

Inform the field with lessons learned about how to continuously improve systems of evaluation and professional support.





At the end of this session, you will better understand the following:

- Guiding principles
- Distinguishing features of each student learning model
- Discussion
- Eligibility requirements
- Stakeholder involvement
- Letter of Intent
- Resources

# Guiding Principles



## STUDENTS

A representative class or group of students is included.



## STANDARDS

Content standards are appropriate and prioritized to the course.



## TIMEFRAME

Both long-term and short-term cycles are encouraged.



## EVIDENCE

Multiple, varied sources of standards-aligned evidence are used.



## STRATEGIES

Instructional strategies are planned for and supported.



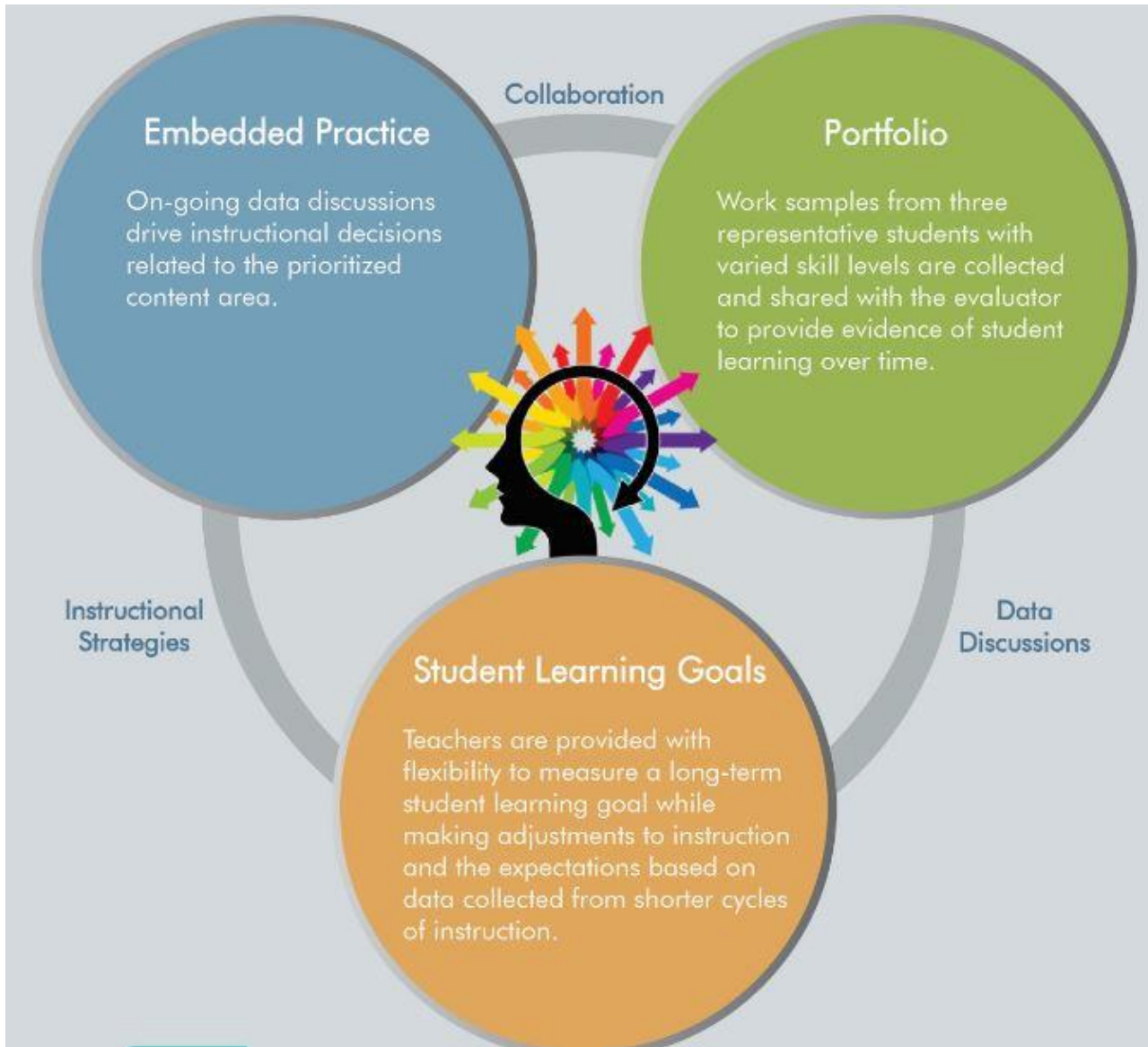
## EXPECTATIONS

Student learning expectations are articulated and monitored.





# Student Learning Pilot Models





### **Distinguishing Feature:**

On-going data discussions drive instructional decisions related to the prioritized content area.



### **Distinguishing Feature:**

Work samples from three representative students of varied skill levels are collected and shared with the evaluator to provide evidence of student learning over time.



## **Distinguishing Feature:**

Teachers are provided with flexibility to measure a long-term student learning goal while making adjustments to instruction and the expectations based on data collected from shorter cycles of instruction.

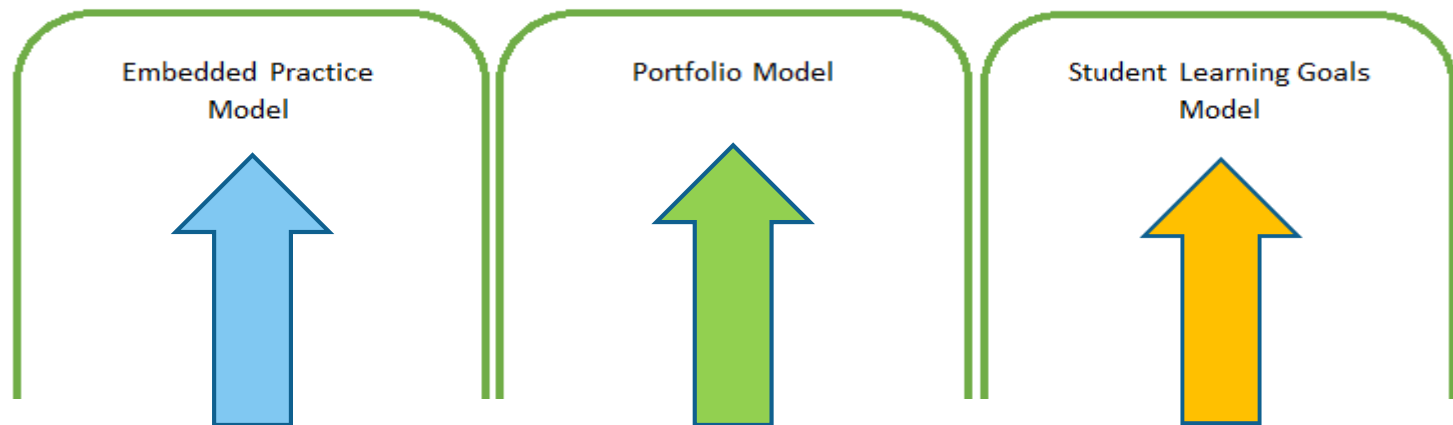


## Engagement with Student Learning Models

You will have a total of 30 minutes to:

1. Review the infographic and read each narrative to yourself to capture the process of the model.
2. Take notes on your Think Sheet.

Reflect on each pilot model. What is your initial reaction? Questions? Thoughts?



3. Provide your responses on the Feedback Sheet.
4. Discuss with people near you.





## Eligibility Requirements

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- Work within approved evaluation system contacts for approval
- Acknowledge that the following teachers are eligible to pilot:
  - o Tenured teachers who received a final effectiveness rating of Effective or Highly Effective on their last evaluation and who are scheduled to receive a full evaluation for the 2017-18 school year
  - o Teachers who are not scheduled to receive a full evaluation for the 2017-18 school year (i.e., those in the cyclical process). These teachers will **ONLY** need to complete the piloted student learning component; they will not receive a final effectiveness rating during their pilot year of participation



## Eligibility Requirements (Continued)

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- Understand that teachers within your district reserve the right to use the original Student Learning Process (SLO) if they so desire
- Districts may pilot multiple models across the district. However, individual schools within the district may only pilot one of the student learning models
- Allow members of RIDE/the RI Team to gather feedback on the process (e.g., participation in focus groups, surveys, and/or onsite visits) and review artifacts/examples of student work at various points during the 2017-18 school year
- Implement the selected model(s) with fidelity by using guidance documents and other information provided by RIDE





# Stakeholder Involvement



## Surveys

- District/Union Leadership
- Evaluators
- Teachers



## Focus Groups

- District/Union Leadership
- Evaluators
- Teachers



## Site Visits

- District/Union Leadership
- Evaluators
- Teachers

On-going support from RIDE and the Collaborative Team



**Due: August 25, 2017**

Please indicate the name of the school(s) and the student learning model(s) to be piloted in your district:  
Embedded Practice, Portfolio, or Student Learning Goals

School Name	Student Learning Model

\_\_\_\_\_  
District Name

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Union Name

\_\_\_\_\_  
District Teacher Union President

\_\_\_\_\_  
Date

Please email your signed letter of intent to [edeval@ride.ri.gov](mailto:edeval@ride.ri.gov) by August 25, 2017



## Resources

RIDE website: <http://www.ride.ri.gov/>

Evaluation email: [EdEval@ride.ri.gov](mailto:EdEval@ride.ri.gov)